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The editor has set himself the task of making his edition interesting to the student, who, he believes, "should study his Livy rather for the pleasure of reading and the cultivation of his literary sense than for a mere study of the peculiarities of Latin syntax", although he feels compelled to add the statement that "the latter is important and some attention must be given to it". Hence references to the grammars are not frequent, the first being met near the bottom of the sixth page of the notes, while the first twenty-five chapters of Book I contain only twenty, and chapters 46-60 none at all. Many constructions are, however, explained without references, and occasionally cross-reference is made to another note where the grammars are referred to. The list of grammars used—all the standard American editions—will be found hidden away in a footnote at the bottom of the sixth page of the commentary. Whenever a translation is given, an effort, usually happy, is made to express the thought neatly and idiomatically. This is a great point with the editor, and one of the marked features of this edition is the abundance of such suggested translations and neat turns of expression, which lessen to some extent the probability that the student will fall into *pidgin*-English. Sometimes the student is merely given timely warning how *not* to translate; so on p. 221, § 2, he is told not to translate *qui . . . peterent* by "who should seek". On p. 216, § 1, we find excellent suggestions on the method of translating long periodic sentences. The editor rightly feels that such suggestions and warnings should not be left altogether to the teacher, but should be given to the student exactly at the point of difficulty and when he is preparing his lesson. Attention is frequently called to the stylistic features of a passage. Compare p. 209, § 11. Figures are almost always noticed, and, when it is deemed necessary, explained.

These suggestions, warnings, model translations, etc., should, indeed, contribute to the "cultivation of the student's literary sense", but we could wish that the editor had also referred the student more frequently to the grammars, inasmuch as it is quite impossible either really to enjoy a Latin author or to appreciate his style without a close study of constructions.

The notes on each chapter are preceded by a short summary of its contents, and those on each selection are headed by a list of modern handbooks appropriate for parallel reading.

Probably the most unsatisfactory feature of the book is found in the notes dealing with points of syntax. Here the explanations are often vague, curiously worded, and at times even inaccurate. For instance, it is hard to understand what is meant by the note on *ausi sint*, p. 211, § 4, which is said to be "an independent use of the perfect subjunctive in a clause of result". *Praedae amissae* is incor-

rectly called on p. 215, § 3, a subjective genitive. Is it quite accurate to say that the preposition in the phrase *in centum annos induitae datae*, p. 230, § 5, "implies motion"? or to translate *fragore tonitribusque*, p. 231, § 1, by "a crash of thunder" instead of by 'crashes of thunder'? *Facta fide immortalitatis*, p. 231, § 8, seems to express means rather than time, the main idea being contained in the participle. The statement, p. 259, § 2, that "in Latin an affirmative answer is given by repeating the verb which is used in asking the question" is only half the truth. *Cordi*, I. 39. 4, may be a locative, but the student will look in vain in his grammars for any proof of the editor's statement, whereas the true locative *animi*, I. 58. 9, is dismissed with the vague remark that it "has the force of a locative".

Other inaccuracies occur, such, for instance, as the statement, p. 212, § 5, that the word *Tiber* is perhaps from the same root as *Albula*, and that in which Decius is said, p. 325, § 4, to have "offered up himself and the legions and auxiliaries of the Romans to the divinities of the lower world", while the inconsistency referred to on p. 237, § 3, is purely imaginary.

The book contains three maps (of Italy, Rome and Latium), and a plan of the battle between the Romans and the Albans against the Veientes and the Fidenates. Every edition of Livy should contain good maps of the Forum and the Palatine hill.

On the whole, the edition is a good one, and it is sold at a very reasonable price. It should, in the hands of a competent teacher, prove stimulating to the student and lead him, in accordance with the author's wish, to appreciate good style and to love Livy.

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C. Sallusti Crispi Bellum Catilinae. Edited with Introduction, Notes and Vocabulary by Daniel A. Penick, University of Texas. Boston: D. C. Heath & Co. (1908). Pp. xx + 171.

This is an attractive and well-illustrated volume added to the Gildersleeve-Lodge Series.

In many respects it is an excellent piece of work. The introduction gives a clear idea of the things which a student should have in mind on beginning the reading of the text, and the commentary contains a great deal of valuable material. The longest section of the introduction is that on the Peculiarities of Sallust's Style, and the special characteristic of the book throughout is the fullness with which it treats the qualities of Sallust's Latinity—very naturally in the case of an author whose "amputatae sententiae et verba ante expectatum cadentia et obscura brevitās" were "pro cultu" in his own day and excited so much attention from later writers. The subject is one that perhaps interests the older student more than the younger pupils who usually

read the Catiline, but for them it is doubtless especially true that the qualities of style will hardly be felt at all unless they are pointed out.

The historical element in Mr. Penick's commentary is not so extensive as at some points seems desirable. The vocabulary of proper names at the end of the book, however, includes much of what might have been looked for in the running commentary.

Apart from questions of content, the shape in which the commentary is presented suggests an interesting problem of arrangement. An edition of this kind, of a work which has been repeatedly edited before under similar conditions, gets its valuation largely from qualities of taste and form, of pedagogical and artistic judgment, rather than the more serious elements of philological scholarship that enter into it. Even an occasional error, corrigible by the first comer, may be less serious than a fault in the general mode of presentation. At the same time the question of what constitutes such a fault is obviously open to a wide variance of opinion; and with this recognition I can venture to assert my own judgment with the greater freedom.

Mr. Penick's text is followed by notes, historical, grammatical and textual. These contain references to the sections and sub-sections of the introduction, to a syntactical appendix which follows the notes, and to the Latin grammars, as well as occasionally to the lexicon. There are also foot-notes to the text, consisting of references to the introduction and to the syntactical appendix. The syntactical appendix in turn contains references to the grammars.

Now the curiosity of the average boy of seventeen as to the mysteries of syntax is not compelling in an unlimited degree. If he turns from a snag in the text to the notes, and sees there a partial explanation and then a reference to the syntactical appendix and another to the introduction, and after reading the statement in the appendix finds a further reference to the grammar, to which he might have been referred at first and which repeats substantially the information given in the syntactical appendix, he is apt to have the harassed feeling of the street-car passenger who has too frequently been commanded to move on to the "car ahead". After a few such experiences the youthful adventurer is in danger of ceasing to follow his references altogether. Calculating the relative possibilities of missing something which he would deem worth while, or of being simply beguiled again, he assumes that the latter is the greater risk and takes his chances accordingly.

It may be said that the syntactical statements in the appendix are grouped apart to save repetition; but in some instances repetition is the plainest result of this arrangement. As an example, chosen

almost at random, take the note to line 609 (Chap. 33. 1): "*quo . . . uti*, a change of particles for the sake of variety, especially interesting here, because *quo* without a comparative is unusual except in Sallust. § 140; V 2 (5)". § 140 (in the syntactical appendix) reads, "*Quo* without a comparative, in final sentences, is rare. A number of instances occur in Sallust. G. 545, R. 1" G. 545, R. 1 reads, in the part which is relevant here, "*Quo* without comparative is rare and cited only from Plautus, Terence, Sallust, Ovid and later Latin". I will not follow the references further, but elsewhere (in the introduction) is a partial list of occurrences of "*Quo* without a comparative in final clauses", in the general category of "Constructions peculiar to Sallust or exaggerated by him, or employed in an unusual sense".

The avoidance of repetition by the grouping of the facts does not seem especially effective. My own opinion is that simple consecutive notes, each saying whatever is to be said about the part of the text under consideration, with an index to co-ordinate them when needful, afford the better method. To make appendices and to classify and group one's notes is fun for the editor, but I think it is a drag upon the student's attention.

On the other hand, the notes of the one kind which in a book intended for school use should have been detached from the rest of the commentary—the textual notes—have here been incorporated with the others. Text criticism, as a great critic has remarked, is a necessary evil; but so far as school boys are concerned it should be put considerably in the background. Some of these critical notes are, of course, involved in the discussion of the meaning of the text, but not all of them have even this excuse; that on line 966, for instance, reads as if the pupil had other texts at hand for comparison, as the editor has.

At the end of the book the Vocabulary of Proper Names is separated from the regular vocabulary. This is a good plan; a pupil might be pardoned, however, if for the words *Kalendae* and *Nonae* he failed to look first among the proper names.

In the minor details of expression and punctuation, half practical, half aesthetic, which should show a practiced realization of the way ideas are conveyed and obscurity avoided by words seen in print rather than heard in modulated tones, the present book occasionally leaves somewhat to be desired. It would perhaps seem captious to illustrate in detail. A part of the note on line 318 (Chap. 17. 7), "*ipsi* for *sibi* stands for the same reason the ind. does", and the note on *opitulati sunt* (line 617, Chap. 33. 2), "only here in Sallust", will perhaps serve. The latter is not intended to indicate a ἁπασι λεγόμενον.

These and such small questions as that of abbreviations—when to use them and when not—are evidently the mint and anise and cummin of scholarship, but they count in the impression of a book. Abbreviations sometimes cause more of a jolt to attention than the space they save is worth. The use of them calls for a certain uniformity of condensation. Forms like *adjs.*, *partics.* (i. e. participles, not particles); *plu.*, *subj.*, *subjunc.* are well enough in their place, but one of them looks a trifle queer in a sentence of colloquial amplitude with all the other words printed in full.

Detached expressions like "the acc. of thing with the pass." (note, line 829) seem to illustrate the danger to which we of the pedagogical tribe are more or less exposed, of developing a class-room argot that is more quaint than beautiful.

Putas, in the note to line 823, is a misprint for *petas*.

But in general, as might be inferred from the fact that the foregoing mild animadversions have mostly to do with matters of form, the commentary is substantially good. Certainly a student should have a pleasant and profitable time with this book, the addition of which to the group of school editions of the Catiline will, it is to be hoped, encourage the reading of the text, which has so much declined in this country in recent years.

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Latin Lessons for Beginners. By Daniel W. Lothman. Boston: Ginn & Co. (1908). Pp. XII + 178.

This book owes its origin to the belief of its author and of other teachers that "better results would be secured from the study of Latin in secondary schools by a more extensive and more intelligent use of the grammar"; and that "by making its use compulsory in the first year, the 'grammar habit' is established early, and a broadened use of the grammar in succeeding years is secured". The author states that the book stood the test of a two years' trial in his own classroom before being put in final form.

The book, then, is a reversion to a type of beginners' book seldom seen in recent years, in that it requires a grammar to be used with it. It professes to be equally well adapted to any one of three grammars—the Allen and Greenough, the Bennett, and the Harkness. It was inevitable that there should be some slight difficulty of adjustment, since the grammars differ from one another in treatment of their subject-matter, and especially in terminology. Bennett, for example, calls a 'termination' that which the other two grammars call a 'case-ending'. Our author prefers 'termination'. He employs the useful term 'base' to denote the part of a noun or adjective which is unchanged in

declension, though the word appears not to be used in this sense by Bennett or Harkness. Mostly, however, he avoids the use of terms not pretty thoroughly established in usage. He leaves to the teacher the task of impressing on the student the characteristic nomenclature of the grammar in his hands. Such expressions as 'volitive subjunctive' and 'contingent condition' are found, in general, only in foot-notes.

The arrangement of the book is fairly systematic, much more so, at least, than that of most books in present use. After an outline of English Grammar, which seems to be a necessity in first-year Latin books nowadays, and an introductory lesson, we have alternately an inflection lesson and a lesson presenting one or two points of syntax. The development of inflection follows closely the order in the grammars, except that the verb is put in from the very beginning, and conjugation advances side by side with declension. The subjunctive mood is introduced in Lesson LIII, declension, comparison, numerals, and pronouns, as well as the indicative, infinitives, and participles of regular verbs, having been disposed of in the previous lessons. All inflections, regular and irregular, and the most important principles of syntax are covered in eighty-six lessons, twelve of which are review lessons. There follow Book I of the Gallic War, simplified and condensed to about one third, and the Life of Hannibal.

The matter preceding the simplified Caesar is contained in one hundred and three pages. If the outline of English Grammar be counted out, this is reduced to ninety-one. The omission of paradigms accounts in part for this brevity, but even with allowance made for the omission, the condensation is very noticeable. Brevity is a virtue which may be carried too far. There is no connected reading matter in Latin accompanying the eighty-six lessons, and by actual counting of lines it is found that the Latin sentences to be translated into English amount to only about seventeen pages. In spite of the author's successful experience, this seems inadequate, for the average class, as preparation for the reading of the Caesar selections. These, though simplified, are not particularly simple. Some difficulties remain, even in the earlier parts; and later, the long *oratio obliqua* of Chapter XXXI is not sufficiently changed, either by omissions or by simplification, to be very easy for beginners. In practice, most teachers will probably find it advisable to give their classes considerable easy reading from other sources, if they expect them to show reasonable facility when they come to these selections.

The execution of the book is scholarly. There are many praiseworthy features, and few things to be criticized. The explanations are clear, concise, and generally accurate. The vocabulary of the